**DATE: Feb. 21st to 24th 2012 WEEK: 24 GRADE:** Kinder

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| **X**  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: How we organized ourselves** | **Subject Area:** English – unit 4 – - **writing-**  **l** |
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**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20 min/day/ half groups | “Writes” short phrases based on modeled structure . (Phase 1)  . | **Lesson 1: shared WRITING**  **Lesson 1 (Half groups): SHARED WRITING**   * Encourage children to give ideas about “Animals Homes ” and write them in a bubble map on a big paper. Ask the question *Where do animals live?* * Read the phrases with them * Introduce the word *live.* Choose one animal and write a paragraph about it using the model structure:   It, is, It has, It can and it lives.  **Lesson 2 : SHARED WRITING**   * Divide the children in small groups. * Paste some animals´ pictures on a big paper * Make a predictable chart writing in front of the animals´ picture the following structure :This is a \_\_\_, It lives   This is a lion, It lives in  Animal picture    This is a fish , It lives in  Animal picture    This is a parrot , It lives in  Animal picture  **Lesson 3: independent WRITING**   * Divide the children in small groups. * Read predictable chart from the previous class * Provide different stations around the classroom where children can go and write about animals and habitats following the structure worked * Encourage children to write about animals´ habitats * Circulate to provide assistance and have children read the sentences to you. | Notebook,  pencil, colours.  Big white paper  Animals´picture markes and a big paper  Predictable chart  Different habitats  Animals  Notebooks | .  . |